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Indiana University Purdue University Indianapolis  
Traditional Program

2017 | Title II  
Reports

## Complete Report Card

AY 2015-16

## Institution Information

**Name of Institution:** Indiana University Purdue University Indianapolis

**Institution/Program Type:** Traditional

**Academic Year:** 2015-16

**State:** Indiana

**Address:** 902 West New York Stree

Indianapolis, IN, 46202

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**Phone:** 317-278-3353

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?  
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

**Award year:**

**Grantee name:**

**Project name:**

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

## Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
All-grade Physical Education	No
All-grade Visual Arts	No
Elementary Education	No
Secondary Education: Science - Chemistry	No
Secondary Education: Science - Earth Space Science	No
Secondary Education: Science - Physical Science	No
Secondary Education: Science -Life Science	No
Secondary English	No
Secondary Mathematics	No
Secondary Social Studies: Economics	No
Secondary Social Studies: Geography	No
Secondary Social Studies: Government and Citizenship	No
Secondary Social Studies: Historical Perspectives	No
Secondary Social Studies: Psychology	No
Secondary Social Studies: Sociology	No
Secondary World Languages: Spanish	No
<b>Total number of teacher preparation programs: 16</b>	

## Section I.b Admissions

**SECTION I.b ADMISSIONS**

Indicate when students are formally admitted into your initial teacher certification program:

Junior year

Does your initial teacher certification program conditionally admit students?

Yes

Provide a link to your website where additional information about admissions requirements can be found:

<https://education.iupui.edu/admissions-aid/apply/bachelors/requirements.html>

Please provide any additional comments about or exceptions to the admissions information provided above:

There is an appeal process where students may appeal for an exception to admission requirements under extenuating circumstances. The appeal cannot be for an exception to the testing requirements required by the state for admission but may be for other admission criteria.

## Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No

Interview	No	No
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.27

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2015-16

3.44

Please provide any additional comments about the information provided above:

## Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No

Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	Data not reported	Data not reported

**What is the minimum GPA required for admission into the program?**

2.5

**What was the median GPA of individuals accepted into the program in academic year 2015-16**

3.18

**What is the minimum GPA required for completing the program?**

2.5

**What was the median GPA of individuals completing the program in academic year 2015-16**

3.32

Please provide any additional comments about the information provided above:

## Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2015-16:	267
Unduplicated number of males enrolled in 2015-16:	51
Unduplicated number of females enrolled in 2015-16:	216

<b>2015-16</b>	<b>Number enrolled</b>
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<i>Ethnicity</i>	
Hispanic/Latino of any race:	18
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	6
Black or African American:	20
Native Hawaiian or Other Pacific Islander:	0
White:	217
Two or more races:	5

## Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

Average number of clock hours of supervised clinical experience required prior to student teaching	90
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	25
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	315
Number of students in supervised clinical experience during this academic year	434

Please provide any additional information about or descriptions of the supervised clinical experiences:

Elementary majors complete early field experiences during Blocks I and II. They do 8 weeks of student teaching during both Blocks III and IV. Secondary do early field experiences during Blocks I, II and III and 16 weeks of student teaching during Block IV. We are transiting into having more faculty provide the supervision during student teaching than in the past when adjuncts served as coaches.

## Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	31

Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	116
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	13
Teacher Education - Business	
Teacher Education - English/Language Arts	16
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	3
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	19
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	7
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	

Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	10
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

## Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	116
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	13
Teacher Education - Business	
Teacher Education - English/Language Arts	16
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	3
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	17



Teacher Education - Physical Education and Coaching	**
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	7
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	

Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

## Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2015-16: 167

2014-15: 184

2013-14: 191

## Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional

development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**\$205(a)(1)(A)(ii)**, **\$206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

#### Academic year 2015-16

Did your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

8

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

No

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Attracting qualified students into the secondary math program is still a challenge. During 2015-2016 there were 3 mathematics students completing the program. The mathematics department coordinates the recruitment to this program as the degree is awarded by the School of Science. We continue to offer support through Noyce scholarships.

Provide any additional comments, exceptions and explanations below:

#### Academic year 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes

How many prospective teachers did your program plan to add in mathematics in 2016-17?

5

Provide any additional comments, exceptions and explanations below:

#### Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

7

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**§205(a)(1)(A)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

**Academic year 2015-16**

Did your program prepare teachers in science in 2015-16?

No

How many prospective teachers did your program plan to add in science in 2015-16?

Did your program meet the goal for prospective teachers set in science in 2015-16?

NA

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

**Academic year 2016-17**

Is your program preparing teachers in science in 2016-17?

No

How many prospective teachers did your program plan to add in science in 2016-17?

Provide any additional comments, exceptions and explanations below:

**Academic year 2017-18**

Will your program prepare teachers in science in 2017-18?

No

**How many prospective teachers does your program plan to add in science in 2017-18?**

**Provide any additional comments, exceptions and explanations below:**

## Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

**Academic year 2015-16**

**Did your program prepare teachers in special education in 2015-16?**

Yes

**How many prospective teachers did your program plan to add in special education in 2015-16?**

45

**Did your program meet the goal for prospective teachers set in special education in 2015-16?**

No

**Description of strategies used to achieve goal, if applicable:**

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

There were 31 program completers during 2015-2016 who also completed a dual program in special education. Although this did not reach our goal, we feel that number has remained steady though the last three years and represents an increase percentage of the total number of program completers.

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2016-17**

**Is your program preparing teachers in special education in 2016-17?**

Yes

**How many prospective teachers did your program plan to add in special education in 2016-17?**

35

Provide any additional comments, exceptions and explanations below:

The projected upturn in enrollments in teacher education programs make it reasonable to expect and increase in special education also.

**Academic year 2017-18**

Will your program prepare teachers in special education in 2017-18?

Yes

How many prospective teachers does your program plan to add in special education in 2017-18?

38

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**S205(a)(1)(A)(ii), S206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

**Academic year 2015-16**

Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

15

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

No

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

There were 10 completers in 2015-2016 who also completed a dual program in ENL. This was an increase over 2014-2015 (8) but a decrease from 2013-2014. This program continues to be attractive for candidates who are preparing to work with a diverse student population.

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2016-17**

**Is your program preparing teachers in instruction of limited English proficient students in 2016-17?**

Yes

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?**

15

**Provide any additional comments, exceptions and explanations below:**

A gradual growth in the number of students seeking dual certification in ENL seems reasonable based on the demands for ENL teachers and their marketability.

**Academic year 2017-18**

**Will your program prepare teachers in instruction of limited English proficient students in 2017-18?**

Yes

**How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?**

18

**Provide any additional comments, exceptions and explanations below:**

## Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

**Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.**

Yes

**Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

Yes

**Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.**

Yes

**Prospective general education teachers are prepared to provide instruction to students with disabilities.**

Yes

**Prospective general education teachers are prepared to provide instruction to limited English proficient students.**

Yes

**Prospective general education teachers are prepared to provide instruction to students from low-income families.**

Yes

**Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.**

Yes

**Describe your institution's most successful strategies in meeting the assurances listed above:**

The teacher education program at IUPUI has a central mission to prepare teachers to work in urban schools. Prospective teachers do most of their early field and student teaching experiences in urban settings where they work with a diverse K-12 student population. Data indicate that approximately 63-65% of our graduates entering the teaching profession are hired by urban school districts. All special education and ENL students must also complete either a secondary or elementary program in conjunction with their dual program to ensure they have content knowledge in the core academic subjects.

## Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0133.1-ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2014-15	1			
0133.1-ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	7			
014-EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	1			
015-EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	1			
016-EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2013-14	1			
017-EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2013-14	1			



5571-EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2013-14	1			
0571.1-EARTH AND SPACE SCIENCES - CK.1 Educational Testing Service (ETS) All program completers, 2013-14	1			
5033-ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) Other enrolled students	1			
5033-ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2014-15	1			
5033-ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2013-14	77	177	74	96
5032-ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) Other enrolled students	1			
5032-ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2014-15	1			
5032-ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2013-14	77	181	77	100
5035-ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) Other enrolled students	1			
5035-ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2014-15	1			
5035-ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2013-14	77	171	75	97
5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) Other enrolled students	1			
5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (CD)	1			

Educational Testing Service (ETS) All program completers, 2014-15				
5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2013-14	77	168	74	96
005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	30	240	27	90
005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	103	239	97	94
005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	84	240	81	96
005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	63	240	59	94
060-ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	14	223	8	57
060-ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	97	234	87	90
060-ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	83	232	74	89
060-ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	26	217	20	77
061-ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	17	244	14	82
061-ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	99	239	91	92
061-ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	81	235	75	93

061-ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	26	223	21	81
062-ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	13	235	10	77
062-ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2015-16	99	239	88	89
062-ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2014-15	82	240	78	95
062-ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2013-14	26	227	21	81
063-ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	10	236	8	80
063-ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2015-16	97	232	85	88
063-ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2014-15	82	232	74	90
063-ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2013-14	26	219	19	73
5041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	7			
5041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	19	178	19	100
0041.1-ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) Other enrolled students	1			
0041.1-ENG LANG LIT COMP CONTENT KNOWLEDGE.1	5			

Educational Testing Service (ETS) All program completers, 2013-14				
021-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	3			
021-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	15	232	13	87
021-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	17	233	14	82
019-ENGLISH LEARNERS Evaluation Systems group of Pearson Other enrolled students	1			
019-ENGLISH LEARNERS Evaluation Systems group of Pearson All program completers, 2015-16	8			
019-ENGLISH LEARNERS Evaluation Systems group of Pearson All program completers, 2014-15	10	228	9	90
5361-ENGLISH TO SPEAKERS OF OTHER LANGUAGES CD Educational Testing Service (ETS) All program completers, 2013-14	6			
0361-ENGLISH TO SPEAKERS OF OTHER LANGUAGES II Educational Testing Service (ETS) All program completers, 2013-14	1			
025-EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2015-16	17	250	17	100
025-EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2014-15	17	242	17	100
025-EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2013-14	2			
064-EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2015-16	2			

064-EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2014-15	2			
030-FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2015-16	13	245	13	100
030-FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2014-15	14	241	14	100
0930-GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	3			
035-MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
035-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	3			
035-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	4			
5061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
5061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	7			
0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
007-P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	24	241	24	100
007-P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	25	238	23	92
007-P-12 EDUCATION	14	234	11	79

Evaluation Systems group of Pearson All program completers, 2013-14				
5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	8			
5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	10	158	10	100
0091.1-PHYSICAL ED CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2014-15	1			
0091.1-PHYSICAL ED CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	3			
067-PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
067-PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	10	239	10	100
067-PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	1			
038-READING Evaluation Systems group of Pearson All program completers, 2015-16	8			
038-READING Evaluation Systems group of Pearson All program completers, 2014-15	9			
043-SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2013-14	1			
045-SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	1			

0543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2013-14	4			
5543-SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2013-14	26	174	25	96
006-SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	9			
006-SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	26	251	25	96
006-SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	53	251	52	98
006-SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	25	247	24	96
5081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	4			
0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
0081.1-SOCIAL STUDIES CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	7			
048-SOCIAL STUDIES—ECONOMICS Evaluation Systems group of Pearson All program completers, 2014-15	2			
049-SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	2			
049-SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2014-15	3			
050-SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP	5			

Evaluation Systems group of Pearson All program completers, 2014-15				
051-SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	4			
051-SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2015-16	7			
051-SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2014-15	18	224	14	78
051-SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2013-14	1			
5195-SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2014-15	1			
5195-SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2013-14	3			
5204-TEACHING READING Educational Testing Service (ETS) All program completers, 2013-14	10	174	10	100
5941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2014-15	1			
0941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2013-14	1			
059-WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2014-15	6			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
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All program completers, 2015-16	157	127	81
All program completers, 2014-15	168	147	88
All program completers, 2013-14	181	165	91

## Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

## Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction  
Yes
- use technology effectively to collect data to improve teaching and learning  
Yes
- use technology effectively to manage data to improve teaching and learning  
Yes
- use technology effectively to analyze data to improve teaching and learning  
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

All prospective teachers must complete EDUC W200 with a grade of "C" or higher prior to entering the teacher education program. This course provides an introduction to instructional design and

technology. Students learn how to use, select, and integrate technology into learning experiences. This course is a study of representative topics in technology in

education. Students learn the skills needed to incorporate technology into the classroom setting beyond using computers for research while understanding the commitment needed for preparing these tools of education. Critical thinking and the exploration of technology practices in the classroom are expected. This course provides focus on identifying technology support resources and appropriate

troubleshooting methodologies.

In many teacher education courses, students create a power point to share information that they are learning. They also learn about using technology in the classroom while student teaching. They learn to use laptops, Smart boards, research programs such as Inspiration, and electronic assessments including report cards.

The School of Education continues to work with their P-12 schools partners to provide technology and technology support for candidates and teachers in the field.

The School has recently hired a new technology professor who will oversee the redesign of the technology strand for the teacher education programs.

## Section VI Teacher Training

**Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.**

**Does your program prepare general education teachers to:**

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

**Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

All general education teachers must take 1-2 special education courses as part of their teacher preparation programs. Students learn to use universal design features in the development of their unit and lesson plans, and to differentiate instruction in order to reach and teach all learners. As part of these course, students attend either an IEP or Rtl planning meeting.

As part of their Unit of Study assignment, perspective teachers review student IEPs and Individual Language Plans (ILPs) to identify adaptations and include those in their planning documents. As part of a social profile Kid Watching assignment they develop an individual plan related to a specific goal area (social emotional growth) and design an intervention and assessment related to that single goal. This assignment is a "mini IEP" plan.

During their ST experiences, they are (a) asked to review IEPs and ILPs for any students in their ST placement who may have IEPs or ILPs and address goals and implement required adaptations, and (b) occasionally invited to participate in meetings if a student in their assigned class has an IEP meeting during their experience.

During field experiences and student teaching, students often work with K-12 students who are limited English proficient. The faculty is currently working to

incorporate modules to better address the teaching of students who are limited English proficient.

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**Does your program prepare special education teachers to:**

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

**Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

All student preparing to be special education teachers must complete either an elementary or secondary program. As part of these programs, students attend either an IEP or Rtl planning meeting.

As part of their Unit of Study assignment, perspective teachers review student IEPs and Individual Language Plans (ILPs) to identify adaptations and include those in their planning documents. As part of a social profile Kid Watching assignment they develop an individual plan related to a specific goal area (social emotional growth) and design an intervention and assessment related to that single goal. This assignment is a "mini IEP" plan.

During their ST experiences, they are (a) asked to review IEPs and ILPs for any students in their ST placement who may have IEPs or ILPs and address goals and implement required adaptations, and (b) occasionally invited to participate in meetings if a student in their assigned class has an IEP meeting during their experience.

All prospective special education teachers must complete 24-27 credit hours of special education course work which included an 8-week student teaching experience in a special education classroom. During field experiences and student teaching, students often work with K-12 students who are limited English proficient. The faculty is currently working to incorporate modules to better address the teaching of students who are limited English proficient.

## Section VII Contextual Information

**Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.**

The SOE continues to collect data to inform decisions about candidates and programs. All programs are either nationally recognized by SPAs, in the process of submitting SPA reports, or approved by the state of Indiana. The School of Education is in the process of redesigning key assessments and rubrics to reflect the InTASC standards. They are in the process of implementing an admission assessment for non-academic criteria and an assessment at the end of the programs to address legal, ethical, and professional candidate knowledge. All teacher education programs address: \* Preparation in the use of Universal Design for Learning (UdL) and Differentiated Instruction \* Understanding of equity and social justice issues related to students of color and students with special needs - i.e., Positive Behavior Support and Interventions (PBIS), culturally responsive pedagogy, overrepresentation in special education; disproportional representation in school suspensions and expulsions. \* Skills to collaborate as a member of an instructional team. \* Skills and dispositions to collaborate with families as part of the IEP and academic and social/emotional/behavioral support efforts. \* Understanding and application of Response to Intervention (Rtl) responsibilities and approaches. \* Field experience

and student teaching in inclusive classrooms and expectations to meet the needs of all learners. Candidates completing the special education dual program complete:

- \* Required course on Families in School and Society focused on working with families in supportive, culturally responsive ways.
- \* Required course on Classroom Management and Positive Behavior Supports.
- \* Required course on Collaboration and Consultation Strategies, including working with all team members to co-plan IEPs, units, and lesson plans, co-teach, and implement and evaluate effective teaching and learning strategies.
- \* Required course on Assessment and Instruction focused on Universal Design for Learning, Differentiated Instruction, instructional adaptations, modifications, and accommodations, and formative and summative assessments.
- \* Required course on Technology Applications for Teaching and Learning, including a focus on the use of technology to enhance access, teaching, and learning.
- \* Required course on Transition Across the Lifespan, including collaborative strategies to successfully support students as they move from preschool to adulthood and acquire needed services and supports from various organizations and entities in schools and communities.

## Supporting Files

[Basic\\_Skills\\_Alternative\\_Admissions\\_Numbers\\_By\\_IHE\\_Institution2015\\_2016](#)

## Complete Report Card

AY 2015-16

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